

Indiana Career Council – Community College Best Practices Taskforce Update

October 21, 2013

Meeting Updates

Taskforce met on October 8th and October 17th

October 8th Meeting

Aspen Institute Dashboard Metrics

- Focused on reviewing performance data obtained from IWIS that reported outcomes of students at Ivy Tech, broken out by region, and Vincennes University
- Data was grouped into categories that matched the metrics utilized by the Aspen Institute to evaluate community colleges throughout the U.S. Categories consisted of:
 - Completion
 - Six year graduation/four year transfer rate
 - Three year graduation/transfer rate
 - Ratio of credentials awarded per 100 full-time equivalent enrollments
 - Bachelor's completion rate.
 - Labor Market
 - Earnings of the college's graduates relative to the regional labor market
 - Job placement and continuous employment rate for college graduates
 - Equity
 - Graduation/transfer rate of underrepresented minority students
 - The absence of an achievement gap between white and underrepresented minority students
- The data reviewed by the taskforce did not include the following, which are collected during site visits conducted by Aspen Institute staff:
 - College's ability to gather reliable data on student learning outcomes
 - College's use of data on learning outcomes to drive improvements in courses and curriculum
 - College's commitment to improving equitable outcomes for vulnerable populations
- Taskforce viewed the metrics through the prism of considering a possible method for measuring the success of community colleges

Viewpoints from the Commissioner for Higher Education

- Teresa Lubbers provided the taskforce with an overview of CHE's viewpoints of where the state is relative to best practices within community colleges
- In order for Indiana to meet educational attainment needs of Indiana's employers and economy, it is important to see continuing increases in enrollments at community colleges
- Productivity is increasing at Ivy Tech and Vincennes, but completions and graduations need to continue to increase
- Performance-based funding is a key strategy toward driving increased outcomes, and the performance-funding model must align with objectives of the state
- Incentivizing students to enroll in full-time studies by tying course load to financial aid has been shown to increase completion rates and time to completion

- Intrusive counseling to students is also a key factor in improving outcomes, but there may be challenges with redesigning counseling system due to high student to counselor ratio and costs of increasing the number of counselors
- Deeper connection between industry needs and program offerings has also been shown to drive outcome improvement

October 17th Meeting

- Focused on hearing from Ivy Tech with an overview of activities relative to best practices they have implementing and are focused on scaling. During presentation, Ivy Tech:
- Presented data showing significant increases in enrollment and dual credit offerings/awards over past six years
- Highlighted plans to scale co-requisite/remediation offerings to students, which is one of the five “game changers” recommended by Complete College America
- Showed increased retention rate of students and number of credentials awarded to students over past six years
- Shared information about new curriculum pathways they will be implementing, as well as a new division structure designed to keep students on-track to graduation or transfer to 4-year
 - ASAP program – 12 month to an associate degree program
 - Program focused to recent high school graduates
 - Program has been very successful to date – 84% completion rate for students
 - Program is costly – Ivy Tech investigating funding models to scale program
 - Ivy Institute – 40 weeks of instruction to technical certificate
- Shared desire to increase the number of advisors available to students and to increase the ratio of full-time faculty to adjunct faculty
- Shared their need for additional funding in order to support growth, continue implementing best practice models, and scaling successful programs

Next Steps

- Taskforce will have at least two meetings prior to November Career Council Meeting
- Next meeting will focus on receiving a presentation from Vincennes University on their progress in implementing and scaling best practice models
- Taskforce will prepare and provide its final report and recommendations to the Career Council at November 18th meeting

Attachment: Complete College America’s Game Changers

THE GAME CHANGERS

Performance Funding

Pay for performance, not just enrollment. Use the Complete College America and National Governors Association metrics to tie state funding to student progression through programs and completion of degrees and certificates. Include financial incentives to encourage the success of low-income students and the production of graduates in high-demand fields.

Remediation as a Corequisite, Not a Prerequisite

Enroll most unprepared students in college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align mathematics to programs of study, matching the curriculum to real-world career needs. For the most unprepared students, provide remedial help parallel to highly structured coursework, eliminating remediation as a barrier to entry into college-level study.

Time and Intensity

Cap degree credit requirements (120 for bachelor's and 60 for associate) to ensure degrees can be completed on time. Ensure college credits can be transferred. Incentivize students to attend full-time and ensure that full-time means 15 credits per semester.

Block Scheduling

Help working students balance jobs and school by utilizing block scheduling of classes to add predictability to their busy lives — doing so enables many more students to attend college full-time, shortening their time to completion.

Guided Pathways to Success

Enabled by technology, enroll all students in highly structured degree plans, not individual courses. Map out every semester of study for the entire program, and guarantee courses will be available when needed. Use built-in early warning systems to alert advisors when students fall behind to ensure efficient intervention.